

Title of Instructional Materials: Carnegie Learning Alg 1

Grade Level: Algebra I

Summary of Carnegie Learning Alg I

<p>Overall Rating:</p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence: In its present form in the binder, it is impossible to find standards or locate the materials. Thus, we cannot review it at this time.</p> <p>However, individual lessons seem to incorporate the mathematical practices.</p>	<p>Important Mathematical Ideas:</p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence:</p>
<p>Skills and Procedures:</p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence:</p>	<p>Mathematical Relationships:</p> <p><input type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p>Summary / Justification / Evidence:</p>

Carnegie Learning

Cognitive Tutor Software

Alg 1

Way too difficult in present
state to find the lessons +
fill out the rubric. Need a
better copy ^{1st}.

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the
Common Core State Standards for Mathematics

Traditional Pathway for High School: Algebra I



a project of
The Charles A. Dana Center
at the University of Texas at Austin

Instructional Materials Analysis and Selection

Phase 3:

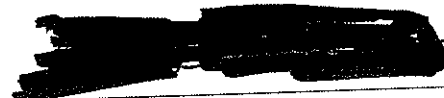
Assessing Content Alignment to the Common Core State Standards for Mathematics

A project of

The Indiana Education Roundtable, The Indiana Department of Education,
and

The Charles A. Dana Center at The University of Texas at Austin

2010–2011

Reviewed By: 

Title of Instructional Materials:

CARNEGIE

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Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating





Reviewed By: _____

Title of Instructional Materials: _____

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

